Computing -Kapow
Year 1

Programming: Explain what an algorithm is and write them. Follow an algorithm. Explain what inputs and outputs are. Create an achievable program. Decompose a design into steps. Identify bugs in an algorithm and how to fix them.

Programming 2: Discuss and demonstrate how the Bee-Bot works. Record video ensuring everyone is in the shot. Give a a number of clear instructions in sequence. Program a Bee-Bot. Identify and correct mistakes in their programming.

Year 2

Computing Systems and Networks- word processing. Explain which are the home row keys and how to find them for typing. Use the spacebar and backspace correctly. Type and make simple alterations to text using buttons on a word processor. Search for, import and alter appropriate images for a text document. Modify text in a document. Use copy and paste to copy text. Explain what information is safe to be shared online.

Programming 2: Explain what the blocks on Scratch Jr do and use them for a purpose. Recognise a loop in coding and why it is useful. Use a code to create an animation of an animal moving. Program code to run 'on tap'. Explain the role of the blocks in a program they have created.

Design Technology – Kapow
Year 1
Structures: Constructing a windmill. Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.
Year 2
Mechanisms: Design, make and evaluate a rotating wheel, using their knowledge of properties of materials to select effectively. Children will know the features of a Ferris wheel.

Physical Education
- **master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

PSHCE - through the theme of 'Living in the Wider World', teaching and learning will focus on pupils learning:
Rights and Responsibilities
Classroom rules, rights, responsibilities needs, groups, communities (L1/2/3/4)
Taking care of the environment (L5)

Art- Kapow
Year 1
Sculpture and 3D: Paper play. Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.
Year 2
Painting and mixed media: Life in colour. Developing colour mixing skills, learning about the work of artist Romare Bearden, and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.

Geography – Kapow
Year 1 How does the weather affect us? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.
Year 2
Why is our natural world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.

History – Kapow
Year 1
How have toys changed? Finding out about toys in the past, beginning to pose questions about how these have changed and investigating what toys may be like in the future.

Year 2
How did mankind learn to fly? Learning about significant events in the history of flight, and identifying similarities and differences between individuals who contributed to the history of flight.

Religious Education (Christianity and Islam focus Explore-Humanism)
Year 1
What do my senses tell me about religion and belief?
What happens in the daily life of a …?
Year 2
How do people decide what is right and wrong?
What might …learn from the story of…?

Year A Spring Term
Geography & DT focus

The Best of British– KS1

Spring term provides a wonderful opportunity to excite the children about the very best of British culture and our varied history. We will explore citizenship and personal responsibility alongside many aspects of the geography curriculum through our study of the UK. We will travel back in time to key events beyond living memory aiming to give our children a taste of Britain's story.

Spring Term

Music-
Year 1
Classical Music, dynamics and tempo – Animals: Sing in time from memory, with some accuracy. Play either a call and/or a response role in time. Keep a steady pulse. Improvise, using instruments, to a given stimulus.
Musical Vocabulary – Under the Sea: Create and explain movements that match the music. Recreate and then adapt descriptive sounds Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Create their own graphic score and play from it.
Year 2
Dynamics, timbre, tempo and motifs (Theme: Space) Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.
On this island: British songs and sounds: Creating sounds to represent three contrasting landscapes: seaside,

Science
Year 1 Plants and Growth
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structures of a variety of common flowering plants, including trees. **Explaining and Evaluating**: with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language
Sorting and classifying: use simple features to compare objects, materials and living things and with help decide how to sort and group them
Year 1Animals and their needs.
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores herbivores and omnivores. Describe and compare the structure of a variety of common animals. **Sorting and classifying:** use simple features to compare objects, materials and living things and with help decide how to sort and group them. **Secondary Sources:** Ask people questions and use simple secondary sources to find answers.

In Year 2 Plants and their Growth
Observe and describe how seed and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Explaining and Evaluating**: with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. **Observing:** observe closely using simple equipment with help, observe changes over time. **Measuring**: using simple measurements and equipment (i.e. data logger, hand lenses) to gather data.
Year 2 Animals and their habitats,.
Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro-habitats. Describe how animals obtain food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food
Sorting and classifying: use simple features to compare objects, materials and living things and with help decide how to sort and group them.
Secondary Sources: Ask people questions and use simple secondary sources to find answers.
Identifying patterns: With guidance begin to notice patterns and relationships.

Art: Kapow

Year 3

Sculpture and 3D: Abstract shape and space: Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.

Year 4

Painting and mixed media: Light and dark. Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.

Computing- Kapow
Year 3
Computing systems and networks 2: Emailing. Learning how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.
Computing systems and networks 3: Journey inside a computer. Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models.
Year 4
Creating media: Website design. Develop research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.
Skills showcase: HTML. Editing the HTML and CSS of a web page to change the layout of a website and the text and images

Geography - Kapow
Year 3
Are all settlements the same? Exploring land use and settlement in rural and urban areas, including their locality and how this has changed over time.
Year 4
Where does our food come from? Mapping imports of food from around the world in relation to climate, learning about fair trade and exploring where the food we eat comes from.

History – Kapow
Year 3
British history 1: Would you prefer to live in the Stone age, Bronze age or Iron age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the stone age, bronze and Iron age.
Year 4
British history 3: How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.

Religious Education (Christianity `Judaism Hindu Explore: Humanism.)
Year 3
Why do Christians call the day Jesus does 'Good Friday?'
What difference does being a ___make to daily life? What does it mean to be a __?
Year 4
How have events in history stopped beliefs?
What do we mean by truth? Is seeing believing?

The Best of British– LKS2

Spring term provides a wonderful opportunity to excite the children about the very best of British culture and our varied history. We will explore citizenship and personal responsibility alongside many aspects of the geography curriculum through our study of the UK. We will travel back in time to key events beyond living memory aiming to give our children a taste of Britain's story.

Spring Term

Year A Spring Term
Geography & DT focus

Music – Kapow
Year 3
Pentatonic melodies and composition:
Chinese New Year: Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.
Traditional instruments and improvisation: India. Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.
Year 4
Changes in pitch, tempo and dynamics: Rivers. Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.
Adapting and transposing motif: Romans. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs

Science
Year 3
Plants and their Growth
Identify and describe the functions of different parts of flowering plants: roots, stem, trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.
Observing: make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the types of simple equipment that might be used. **Measuring**: take accurate measurements using standard units. Learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately
Plants and Pollen: Explore the parts that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal..**Recording:** collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labeled diagrams, keys and help to make decisions about how to analyse this data. **Identifying patterns:** begin to look for patterns and decide what date to collect to identify them.

Year 4
Animals Including Humans
Describe the simple function of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.
Secondary Sources: Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. **Recording:** collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data.
Living things and their Habitats. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, indentify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. **Sorting and Classifying:** Talk about criteria for grouping, sorting and classifying and use simple keys.
Questioning: Raise their own relevant questions about the worlds around them.

Physical Education

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and **apply basic principles suitable for attacking and defending**
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

MFL – Through the theme of **School,** pupils will be taught to:

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others

speak in sentences, using familiar vocabulary, phrases and basic language structures
read carefully and show understanding of words, phrases and simple writing

appreciate stories, songs, poems and rhymes in the language

write phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally

PSHE - through the theme of 'Living in the Wider World', teaching and learning will focus on pupils learning:
Year 3&4
Rights and Responsibilities
Discussion, debate, problem, event, rules, laws, changing rules , **Children's rights**, anti-social behaviour, **bullying**, discrimination(L1/2/3/4/6)
Taking care of the environment **Rights and duties both at school and home (L7)**

British Values will be explored and promoted

Design Technology – Kapow
Year 3
Digital world: Electronic charm. Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.

Year 4
Electrical systems: Torches. Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design

We will also apply our food technology skills to create traditional dishes from the country studied

Science
Year 5
Living things and Their Environment
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. **Sorting and classifying**: use and develop keys and other information records to identify, classify and describe living things and materials; identify patterns that might be found in the natural environment. **Secondary sources**: recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.
Human Biology
Describe the changes as humans develop to old age. **Recording:** decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, and bar and line graphs. **Questioning:** Use their science experiences to explore ideas and raise different kinds of questions.

Year 6
Classification of Living things,
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plant and animals. Give reasons for classifying plants and animals based on specific characteristics. **Sorting and classifying**: use and develop keys and other information records to identify, classify and describe living things and materials; identify patterns that might be found in the natural environment. **Secondary sources**: recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact
Human Body Circulation
Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. **Concluding:** Identify scientific evidence that has been used to support or refute ideas or arguments. **Observation:** make their own decisions about what observations to make, what measurements to use and how long to make them for.

The Best of British– UKS2

Spring term provides a wonderful opportunity to excite the children about the very best of British culture and our varied history. We will explore citizenship and personal responsibility alongside many aspects of the geography curriculum through our study of the UK. We will travel back in time to key events beyond living memory aiming to give our children a taste of Britain's story.

Spring Term

Design Technology – Kapow
Year 5
Mechanical systems: Pop-up book. Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.
Year 6
Structure: Playgrounds. Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.

Music – Kapow
Year 5
Blues: Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.
Composition to represent the festival of colour: Holi festival. Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.
Year 6
Dynamics, pitch and texture: Coast - Fingal's Cave by Mendelssohn. Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.
Theme and variations: Pop Art. Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.

Physical Education
Pupils will:
use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

History – Kapow
Years 5
British history 5: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.
Year 6
What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.

Computing- Kapow
Year 5
Programming 2: Micro:bit. The meaning and purpose of programming
Creating media: Stop motion animation. Storyboarding ideas, taking photographs and editing to create a video animation
Year 6
Creating media: History of computers. Write, record and edit radio plays set during WWII, look back in time at how computers have evolved and design a computer of the future.
Data handling 2: Big Data 2: Data usage and smart schools

PSHE - through the theme of 'Living in the Wider World', teaching and learning will focus on pupils learning:
Year 5&6
Rights and Responsibilities
Discussion, debate, **topical issues, problem, event, rules, laws, changing rules ,** Human rights, anti-social behaviour, bullying, discrimination(L1/2/3/4/6)
Resolving difference (L8) Communities, pressure groups (L9/10) **People, difference, diversity, identity, UK (L11)** People, places, customs (L12)
Taking care of the environment Rights and duties both at school and home (L7

British Values will be explored and promoted

Year A Spring Term
Geography & DT focus

MFL - Pupils will be taught to:
listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others

speak in sentences, using familiar vocabulary, phrases and basic language structures

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and simple writing

appreciate stories, songs, poems and rhymes in the language write phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally

Geography - Kapow

Year 5 **'What is life like in the Alps?**

Discovering the climate of mountain ranges and considering why people choose to visit the Alps, with a focus on Innsbruck. Children will identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.

Year 6

Why does population change? Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.

Religious Education (Christianity Sikhism Buddhism. Explore-Humanism)
Y5&6 will explore the theme of **'Holy week'** Pupils will:
-reflect on the fact that we often celebrate special occasions with a meal
-**understand why the cross is the central symbol of Christianity**
-understand Christian belief in the resurrection and its significance
-**understand symbolism associated with the resurrection and Easter**
-reflect on how important events can change lives.

Art: Kapow

Year 5

Painting & mixing: Portraits. Consider how self-portraits could represent something important about the artist. Experiment with materials and techniques to create their own self portrait. We will seek inspiration from the works of British Artists

Year 6

Drawing: Make my voice heard. Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.